



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2350 Virginia Drive, Yuma, AZ 85364

Yuma Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Charles Chris Magdaleno
 Schedule : 07:35 AM to 05:00 PM
 Grades : 9-12
 Web Address : www.yumaunion.com
 Phone Number : (928) 343-2521
 Fax Number : (928) 343-2582
 E-mail : cmagdaleno@yumaed.org

Mission

Vista is the alternative high school in the YUHS Dist. #70, which provides quality instruction with technology to students, grades 9-12, who have lost credits for various reasons. Vista also serves students, who have been long-term suspended.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	SI Year 1
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Vista teachers will incorporate the AIMS writing rubric and use collaborative scoring across the curriculum. This will result in a schoolwide improvement on the writing assessment for students who have attended Vista one or more years.
- ü Vista teachers will continue to work with staff development learning instructional strategies and designing assessments that will address the Arizona Academic Standards.
- ü We will team our cohort 2006 and above students and enroll them in Accelerated Math and Accelerated Reader as a team. Every student who has not passed the AIMS exam will be assigned these classes for a marking period.
- ü With the addition of our Drop-out Prevention Specialist, we will attempt to lower the number of students classified as W-4 and W-5 at the end of the school year to improve our drop-out rate.

Enrollment

October 1, 2005 School Year Student Enrollment : 314
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 277

Instructional Programs

- Ü Alternative Education
- Ü School-to-Work
- Ü Vocational Pre-employment Classes
- Ü NovaNET to Supplement Curriculum
- Ü Continuation School (Regular Ed)
- Ü Continuation School (Special Ed)
- Ü Special Ed 45 Holding Class
- Ü Special Ed. E.D. Students

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	4 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/30/2006

Shared Responsibilities

School

To keep parents informed of attendance, discipline, tardies and academic progress. Phone calls are made each day to the parents of students who are absent. Parent, student and teacher and or administrative conferences are held as needed.

Parents

Parents are required to attend the pre-entry conference with their student. They are responsible for verifying all student absences and encouraging their student to make up time that is missed.

Transportation Policy

School Transportation Policy for Vista School. YUHSD provides transportation for the Vista students who request transportation. YUHSD has 2,456 square miles within its boundaries.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Secondary Art Teacher of the Year	1999
Ü District Poetry Contest Co-champ	2000
Ü District Poetry Contest Champions	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	2554	71130	100	98	95	658	689	701	71	31	23	10	16	13	17	46	51	2	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	1269	35465	100	98	96	659	690	702	65	28	21	13	16	13	17	50	53	4	6	13
Male	36	1285	35648	100	98	94	657	688	701	75	34	24	8	16	12	17	43	50	NA	7	14
African American	NC	44	3868	NC	94	95	NC	682	686	NC	25	33	NC	23	17	NC	50	45	NC	2	6
Hispanic	41	1975	25103	100	98	95	659	685	685	68	34	34	10	17	16	20	44	45	2	5	5
Asian/Pacific Islander	--	27	1805	--	100	98	--	734	731	--	7	9	--	11	7	--	48	50	--	33	34
American Indian/Alaskan Native	NC	24	4241	NC	96	90	NC	684	679	NC	33	39	NC	17	19	NC	42	39	NC	8	3
White	16	483	36075	100	98	95	658	701	715	75	20	12	13	12	9	13	58	58	NA	11	21
Students with Disabilities	NC	217	5862	NC	92	71	NC	654	658	NC	76	63	NC	11	15	NC	12	20	NC	1	2
Students without Disabilities	50	2337	65268	100	99	98	660	692	705	68	27	19	12	17	12	18	50	54	2	7	15
Limited English Proficient Students	--	249	4859	--	97	93	--	670	662	--	49	64	--	21	15	--	29	20	--	1	1
Migrant Students	13	562	786	93	97	95	666	682	681	46	36	38	23	19	18	31	42	41	NA	4	4
Economically Disadvantaged	35	1771	22957	88	97	93	654	684	685	74	35	34	9	17	17	17	43	44	NA	5	5
Non-Economically Disadvantaged	24	783	48173	100	100	96	664	699	709	67	21	17	13	13	11	17	55	55	4	11	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	2603	73018	100	98	97	657	686	703	21	10	6	42	31	23	38	56	64	NA	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	1289	36181	95	98	97	658	690	708	17	8	4	56	29	21	28	59	65	NA	4	9
Male	30	1314	36816	100	99	96	657	682	699	23	12	7	33	33	24	43	53	62	NA	3	7
African American	NC	47	3976	NC	98	96	NC	685	689	NC	6	8	NC	32	29	NC	55	59	NC	6	3
Hispanic	35	2023	25801	100	99	96	658	678	683	20	12	10	43	35	34	37	51	53	NA	2	3
Asian/Pacific Islander	--	27	1812	--	100	98	--	731	722	--	NA	3	--	NA	15	--	85	66	--	15	16
American Indian/Alaskan Native	NC	26	4389	NC	93	93	NC	691	675	NC	8	9	NC	35	42	NC	54	47	NC	4	1
White	10	479	37024	83	96	97	NA	714	721	NA	3	2	NA	14	12	NA	76	73	NA	8	13
Students with Disabilities	NC	225	7170	NC	96	85	NC	639	654	NC	39	23	NC	43	47	NC	18	29	NC	NA	1
Students without Disabilities	43	2378	65848	100	99	98	662	690	708	16	7	4	42	30	20	42	60	67	NA	4	9
Limited English Proficient Students	--	265	5099	--	100	95	--	642	641	--	29	29	--	55	59	--	16	12	--	NA	0
Migrant Students	14	578	817	100	98	96	653	668	667	14	14	15	64	43	44	21	42	39	NA	1	1
Economically Disadvantaged	38	1814	23912	100	97	94	657	676	681	18	12	10	45	37	36	37	50	52	NA	1	2
Non-Economically Disadvantaged	10	789	49106	100	100	98	NA	709	714	NA	5	4	NA	16	16	NA	71	69	NA	8	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	2602	72810	94	98	96	649	670	685	16	8	6	61	42	30	23	47	58	NA	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	1293	36111	95	98	97	655	679	695	11	5	4	61	37	23	28	55	65	NA	3	8
Male	26	1309	36678	93	98	95	645	661	674	19	11	9	62	48	36	19	40	52	NA	1	3
African American	NC	47	3962	NC	98	96	NC	667	675	NC	9	8	NC	45	33	NC	45	55	NC	2	3
Hispanic	30	2015	25735	94	99	96	646	665	669	13	9	10	73	47	41	13	43	48	NA	1	2
Asian/Pacific Islander	--	27	1809	--	100	97	--	701	704	--	4	4	--	22	19	--	56	65	--	19	13
American Indian/Alaskan Native	NC	25	4370	NC	89	92	NC	680	670	NC	8	9	NC	28	39	NC	60	50	NC	4	2
White	11	488	36915	92	98	97	677	689	697	NA	5	3	45	27	21	55	63	67	NA	5	8
Students with Disabilities	NC	226	7071	NC	96	84	NC	612	634	NC	40	24	NC	53	53	NC	8	21	NC	NA	1
Students without Disabilities	39	2376	65739	95	99	98	655	675	689	10	5	4	64	41	27	26	51	62	NA	2	6
Limited English Proficient Students	--	262	5046	--	100	94	--	623	621	--	27	31	--	65	56	--	8	12	--	NA	0
Migrant Students	12	574	812	86	97	96	644	654	654	17	14	15	67	51	51	17	34	34	NA	0	0
Economically Disadvantaged	34	1810	23814	89	97	94	648	663	667	18	10	10	62	48	41	21	41	47	NA	1	2
Non-Economically Disadvantaged	10	792	48996	100	100	97	NA	686	693	NA	5	4	NA	30	24	NA	60	64	NA	5	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	21	NA	42	76	32	41	51	100	8	35	52
	Language	100	13	29	42	76	30	41	50	100	6	35	50
	Mathematics	100	21	51	63	76	24	41	50	100	14	41	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Advisory to the School Admin Staff
- Ü Solicit Input from Parents/Community
- Ü Review Literature and Data
- Ü Make Recommendations for School Improve.
- Ü Implement Structure for New Instr. Strat
- Ü Representation for School Decision Makg

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	2	2	0	0
10 or more years	0	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	10
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü NovaNET Computer Lab
- Ü Learning Center
- Ü Accelerated Math/Reader Computer Labs

Extracurricular Activities

- Ü Vocational Internship
- Ü School-to-Work Program
- Ü Community Service
- Ü Art Club

Social Services

- Ü Businesses Provide Career Information
- Ü Job Placement Service
- Ü Crisis Intervention
- Ü Arizona Western Community College

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved Student Success: Since adopting a block schedule, multiple assessments and improved teacher delivery, student success has improved. More students are taking advantage of the evening classes in NovaNET to earn credit toward graduation.
- ü Art students displayed blue ribbon work at the Yuma County Fair. The AZ Dept of Ed. honored other artwork. A student shared Championship Honors at the YUHS Poetry Contest. Students planned menus/prepared lunch in the new Lobo Cafe for students/staff.
- ü Vista School scored the 3rd highest among all of the schools in the 4 districts in 'student engagement' this spring.
- ü Vista School is awarding 83 certificates of achievement to our students who have completed their graduation requirements here at Vista. They will receive their diplomas from their home schools. This is the largest number ever at Vista for one term.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	38	89	88	73
Graduation Rate ⁶	0	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students who enter Vista must have a parent-student-interviewer-counselor conference. In this conference, student expectations of conduct are clearly explained. Vista also has a committee of staff members and students to review Vista's crisis plan.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Chris Magdaleno	(928) 343-2521
Transportation Policy	Bob Lawson	(928) 341-9076
Community Resources	Ted Owens	(928) 343-2521
School Nutrition Programs	David Smith	(928) 344-4655
Parent Organization	Ramona Crumby	(928) 343-2521
Student Health/Nurse	Mary Waller	(928) 343-2521

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.